

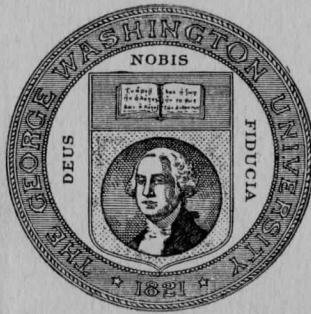
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REPORT OF THE PRESIDENT

1913-14



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REPORT OF THE PRESIDENT

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George Washington University
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REPORT OF THE PRESIDENT

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THE GEORGE WASHINGTON UNIVERSITY

Report of the President

WASHINGTON, D. C., December 31, 1914

TO THE CHAIRMAN OF THE BOARD OF TRUSTEES, GEORGE WASHINGTON UNIVERSITY.

SIR: I have the honor to present my report upon the University for the academic year 1913-14 which ended on September 1, 1914, and upon the general affairs of the University to the date of this report.

The prescribed courses in the various departments of the University were carried on from the beginning of the academic year September 24, 1913, until the University Commencement June 10, 1914. The maximum registration in all departments for the year was 1611 students. The largest number of students in attendance at any one time was 1445. These numbers show a marked increase over the numbers of the previous year of 1912-13.

The distribution of the students in the various departments of the University giving the maximum registration in each case was as follows:

School of Graduate Studies.....	92
Columbian College.....	484
College of Engineering.....	204
Teachers College.....	131
Law School.....	355
Medical School.....	175
Dental School.....	80
National College of Pharmacy.....	70
College of Veterinary Medicine.....	39
	<hr/>
	1,630
Duplicates.....	19
Total.....	<hr/>
	1,611

The death of Mr. Aldis Birdsey Browne, a member of the Board of Trustees occurred on June 1, 1914. I cannot content myself with this simple announcement but must here express my appreciation of Mr. Browne's character and his services

as a faithful member of the Board of Trustees of the University. Notwithstanding his many obligations in various directions, civic, professional and religious, he afforded great aid to the University during the critical days of its history. He represented a fine type of an alumnus of an institution, doing valuable service in later years as one of its trustees.

During the year the following changes occurred in the faculties of the University. On June 15, 1914, Dean Charles Noble Gregory of the Law School resigned to take effect at the end of the academic year. Dr. Harvey W. Wiley, Professor of Agricultural Chemistry in the School of Graduate Studies also resigned, September 19, 1913.

The following appointments have been made during the year: Professor Everett Fraser as Dean of the Law School; Acting Professor E. E. Richardson of the Department of Arts and Sciences, became Professor of Philosophy; Assistant Professors Merton L. Ferson and J. Wilmer Latimer became Professors of Law.

In the Medical School: Dr. Carl Lawrence Davis was appointed Professor of Anatomy; Dr. Edward Rhodes Stitt, Professor of Tropical Medicine; and Dr. William P. Carr, Clinical Professor of Surgery.

On September 25, 1914, of the present academic year Dr. Theodore Nicholas Gill, Professor Emeritus of Zoology, died. The long connection of fifty-three years that Dr. Gill had with Columbian College and the George Washington University renders his death worthy of special note. His whole career was one of scientific distinction bringing in time international recognition.

The mechanical laboratory for the College of Engineering was completed during the academic year under consideration and the necessary machinery duly installed. It has been in constant use since in connection with the Department of Mechanical Engineering of that College and its various allied courses.

The building for the Nurses' Home purchased during the previous academic year having proved insufficient to accommodate the increased number of nurses needed at the hospital and its training school, the adjacent building, 1300 L Street, was purchased and the two buildings thrown into one. The

needs for the accommodation of the nurses for the present and immediate future have thus been met.

The stringent conditions of financial affairs aggravated since my last report by the dislocation of business due to the European war have prevented the completion of the fund partially raised for the clearing off the indebtedness upon the University property. Notwithstanding this we have been obliged to purchase the building, 2025 G Street, adjoining the University on the west, to meet the increased number registered for the present academic year. It is hoped that with improved financial conditions this fund will be fully completed and the purposes accomplished.

The report of the Treasurer of the University which is published as a separate document, shows an improved financial condition over the previous year. There is, however, little to report so far as additional endowments or large contributions to the permanent funds of the University are concerned. I recommend strongly to the friends of the University the question of providing for scholarship endowments and endowments for the various standard professorships of the University. These endowments are fit subjects for memorials to those whose services to the University, to the community, and to the country deserve perpetuation.

The appended reports show the conditions and needs of the various schools of the University. In order to properly appreciate the workings of the various departments of the University it is necessary to understand the peculiar residential conditions existing in the District of Columbia with the embodied Civil Service pertaining to the general government of the United States, which differs in its composition from similar bodies existing in other large countries. With its restricted method of promotion, without any system of retirement or pension, there exists within it a large number of persons with a desire to provide for the future by means of additional education, by the attainment of professions, and to a less degree by the acquirement of technical knowledge for increased usefulness and for accompanying promotion within the limits of the government service.

To this class of students from the Civil Service there is to

be added the large and increasing number of young men and women who come to us as graduates of the high schools of the public school system of the District of Columbia and also those, fewer in number, who reside in Washington and are prepared for college by the excellent private schools of the city and its suburbs. The fact that George Washington University is the only existing non-partisan, non-sectarian university for white people in the District of Columbia appeals in its nine schools and their subdivisions practically to all classes of students.

Columbian College of the Department of Arts and Sciences is the first in importance and number of students of the various schools of the University. It has attained in its last year the greatest registration in its history of ninety-three years. At the present writing in the new academic year it has still further advanced to a maximum registration of 520 students. As there is no summer school attached to the University this represents a solid body of students, young men and young women whose requirements create a constant demand upon us for additional facilities, primarily in teaching, secondarily for additional housing and plant.

By the appended report of the Dean of Columbian College and of the Dean of the Department of Arts and Sciences it can be seen that the primary need for this Department and for the University at large is a provision for a Science Hall with adequate provision for the teaching of Chemistry in lecture halls and laboratories near the Arts and Science building for the students concerned. Such a building could be readily arranged for the accommodation of other scientific departments requiring special laboratories and class rooms, such as Physics and Biology. This building with a proper installation is the most imperative need of the University as to buildings. It would in turn relieve the growing pressure for room in the building containing the Schools of Medicine and Dentistry where at present all chemical laboratories are placed.

I desire also particular consideration to the portion of the report of the Dean of Columbian College in which he calls attention to the preparation afforded for the Consular Service of the United States by this College. The importance of this prep-

aration and the need of a permanence in this service as a most important branch of the government was emphasized by me in my annual report of last year. George Washington University has more men in our Consular Service at the present time than any other university and more than the three universities combined who follow it in numerical strength in the service.

It gives me much satisfaction to call your attention to the fact that the adoption of the budget last June restores the salaries of the permanent professors of the Columbian College to the amount appropriated before the necessary reductions caused by the financial difficulties of the University some years ago. The diligence, fidelity and competency shown by the members of the faculties of the entire University, however, entitle them to yet greater consideration when the state of our finances will permit.

The appended reports of the Law and Medical Schools show a general advance in their stability and standards. The additional requirements for admission to the Medical School of one year of collegiate instruction in compliance with the rules of the American Medical Association necessarily elevates the standards of those who enter and graduate from this School, and the pre-medical class forms a decided addition to the student registration of Columbian College.

The report of Dean Fraser of the Law School shows the superiority in professional acquirements that pertain to the students who have gone through similar or more prolonged courses in collegiate work. This will be a matter for your grave consideration in dealing with the future of the Law School. I commend to your attention the statistics formulated by the Dean of the Law School upon this subject.

I think it wise to call to your notice also the need of a Law School building owned and controlled by the University and conveniently placed for those in attendance upon the law courses. In addition to this need I might refer to the cramped condition of the library of the Arts and Sciences Department which is the main library of the University. It now numbers 38,852 volumes and should be housed in a fire-proof building by itself or in connection with an auditorium of size which is also much needed for the University. The library needs in-

creased facilities for handling the books, and in reading room space. The present condition of the library can be considered only as a makeshift unworthy of the University and of the Capital City.

Finally, in closing, I desire to remark with satisfaction upon the further increase in the registration of the current year at the present writing over that of the last academic year notwithstanding the great advance of the latter over previous years. This enrolment is a decided sign of prosperity so far as those seeking education is concerned, and challenges the alumni and the community about us to respond to this increased demand for collegiate and professional education by generously supplying the University with facilities which will make it, and through it the Capital City of the Nation, a great educational center in all senses of the word. I am

Respectfully,

C. H. STOCKTON, *President.*

November 14, 1914.

ADMIRAL CHARLES H. STOCKTON,
President George Washington University,
Washington, D. C.

DEAR SIR: I have the honor to submit the following report in regard to the Department of Arts and Sciences for the session of 1913-14.

The enrollment was as follows:—

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate School.....	72	20	92
Columbian College.....	290	194	484
College of Engineering.....	203	3	206
Teachers College.....	10	120	130
	575	337	912
Duplicates.....	3	4	7
	572	333	905

Compared with the enrollment of the previous year this shows an increase of 127 or 16 per cent, which is surprisingly large. Of the undergraduate students, 234 attended the day classes and 581 attended the late afternoon classes.

The attendance in classes fluctuated considerably during the year, but when allowance is made for changes, the following table shows the average enrollments during the session:

Average Enrollment in Classes

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Applied Mathematics	20			11		11
	21			7		7
	22			9		9
Archaeology	20		16		9	25
	21		5		4	9
Architecture	3			11		11
	4			9		9
	5			1		1
	8			5		5
	20			2		2
	21			5		5
	22			9		9
	24			4		4
	25			8		8
	33			5		5
	39			5		5
	40			1		1
	41			4		4
Botany	1	1	6			7
Chemistry	1		42	36	1	79
	2		34	3	1	38
	3		14	3		17
	6		9	16		25
	7		5	20		25
	20		11	1		12
	21		7			7
	23		12	5		17
	24		9			9
	25		10			10
	26	2	4			6
	27	1	8			9
	28		5			5
Civil Engineering	1			6		6
	2			8		8
	3, 4			6		6

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Civil Engineering—Continued	20			8		8
	21			5		5
	22			8		8
	23			4		4
	24			7		7
	25					
Economics	20, 21a		29		6	35
	20, 21b	1	44	1	4	50
	22, 23	2	29		11	42
	26, 27	1	11	5		17
	33		10	6	1	17
	37		12	1		13
	51	5	3			8
Education	20		2		9	11
	21		2		13	15
	22		2		17	19
	23		1		4	5
	24				9	9
	26				13	13
	29		3		9	12
	31				8	8
	32				4	4
	50	3			11	14
	51					
Electrical Engineering	1			1		1
	2			7		7
	4, 5			3		3
	7			4	1	5
	21			7		7
	22			5		5
	23			4		4
	24			3		3
	26			4		4
	27			4		4
	28					
English	1		38	9	2	49
	2		73	16	9	98
	3		32		4	36

Average Enrollment in Classes—Continued

		GRADUATES	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
English—Continued	4		29		5	34
	5		15		3	18
	20		7	1	1	9
	23	1	19		3	23
	26	4	16		17	37
French	1		15	4		19
	2		20	11	7	38
	3		19	3	1	23
	4		11	2		13
	6	1	7		4	12
	6a	1	1			2
	26		7		3	10
Geology	1		16		1	17
	2		18	8	2	28
	20		4		1	5
	Sp.		4		1	5
German	1		6	3		9
	2		16	4	3	23
	3		18	4	3	25
	4	2	19	14	2	37
	5		8			8
	6		8			8
	20		3		1	4
	21		10		2	12
Greek	A		2			2
	2		1			1
	20		1			1
Graphics	1			21		21
	8			10		10
History	1, 2		30	1	4	35
	3, 4		22		7	29
	5, 6		34		4	38

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
History—Continued	25		17		2	19
	30		26		7	33
	33	2	29		5	36
	54	2	8		4	14
International Law		2	13		1	16
Latin	1		5		1	6
	2		3			3
	21		2		1	3
	22		1		1	2
	50		1			1
Mathematics	3		20	2		22
	4		3	9	1	13
	6		6	10		16
	9		9	10		19
	12		18	31	1	50
	20	2	9	16		27
	21		3	2	1	6
Mechanical Engineering	1			12		12
	6			2		2
	9			5		5
	20, 21			4		4
	22			3		3
	23			3		3
	24			2		2
	28			2		2
Nautical Science	1			4		4
Philosophy	1		22		3	25
	2	1	31	1	11	44
	3		22		6	28
	4	1	29	1	13	44
	20, 21		7		5	12
	24		3		10	13
	27	1	11		1	13

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Physics	1		12	28		40
	2		25	11		36
	3		26	1	1	28
Political Science	21	3	22	1	2	28
	20, 25		17		2	19
	56	3	2			5
Spanish	1		27	3	2	32
	2		4			4
Zoology	1		13		2	15
	2	3	7			10
	23	3	1		4	8

The number of class periods a week, the number of students, and the number of "student hours" a week in the various subjects are shown in the following table:

	CLASS PERIODS EACH WEEK	AVERAGE NUMBER OF STUDENTS	"STUDENT HOURS"
Applied Mathematics.....	6	27	54
Archaeology.....	4	34	68
Architecture.....	30	69	164
Botany.....	3	7	21
Chemistry.....	38	259	618
Civil Engineering.....	27	52	178
Economics.....	16	182	449
Education.....	16	110	201
Electrical Engineering.....	22	43	104
English.....	21	304	822
French.....	23	117	349
Geology.....	8	55	110
German.....	23	126	370
Graphics.....	7	31	72
Greek.....	8	4	9
History.....	18	204	526

	CLASS PERIODS EACH WEEK	AVERAGE NUMBER OF STUDENTS	"STUDENT HOURS"
International Law.....	3	16	48
Latin.....	11	15	37
Mathematics.....	21	153	459
Mechanical Engineering.....	15	33	83
Nautical Science.....	2	4	8
Philosophy.....	12	179	285
Physics.....	10	104	276
Political Science.....	8	52	151
Spanish.....	6	36	108
Zoology.....	8	33	91

This gives a total of 366 class periods a week, and these consist of 291 recitations or lectures and 75 laboratory or drawing periods each week. There is, therefore, an average of 60 class periods each day.

An interesting and valuable report in regard to the proper grading of students was prepared during the session by a committee of which Dean Ruediger was Chairman. The importance of giving attentive study to this subject is clearly shown by the following table which gives the total number of term marks reported in each subject, and the percentage of marks in each grade.

	TOTAL NUMBER OF MARKS	PERCENTAGES				
		A	B	C	D	E
Applied Mathematics.....	23	22	17	44	13	4
Archaeology.....	54	20	39	39	2	0
Architecture.....	93	6	29	38	12	15
Botany.....	12	0	0	84	16	0
Chemistry.....	397	5	38	37	16	4
Civil Engineering.....	92	11	22	38	25	4
Economics.....	284	21	34	39	6	0
Education.....	195	8	39	40	13	0
Electrical Engineering.....	65	12	37	31	18	2
English.....	486	46	32	15	4	3
French.....	204	13	36	30	12	9
Geology.....	94	10	54	29	7	0
German.....	220	20	34	26	15	5
Graphics.....	52	20	37	30	13	0
Greek and Latin.....	38	31	26	34	9	0
History.....	327	29	29	24	8	10
International Law.....	27	22	22	41	15	0

	TOTAL NUM- BER OF MARKS	PERCENTAGES				
		A	B	C	D	E
Mathematics.....	281	9	17	21	26	27
Mechanical Engineering.....	46	22	30	11	33	4
Nautical Science.....	8	25	38	12	25	0
Philosophy.....	335	11	17	32	32	8
Physics.....	186	10	19	29	24	18
Political Science.....	80	8	30	52	10	0
Spanish.....	65	31	41	14	11	3
Zoology.....	41	56	17	12	8	7
General Average.....	3705	19	30	29	15	7
Theoretical Average.....		4	24	44	24	4

In the subjects where only a few marks have been given, wide departure from the generally accepted theoretical distribution of marks may be expected, but in the subjects that are taken by a large number of students there are such variations in the distribution of marks as to give serious concern. It is hoped and believed that greater uniformity will be had in the future.

In the undergraduate colleges, 298 students were registered as special students. This was practically one-third of the entire enrollment and a few words in explanation may be desirable.

Our afternoon class hours are so arranged that persons in the government service are able to attend after office hours, and as is well known, we have many such persons as students. While large numbers of these are planning their work so as to obtain a degree, there are many who do not seek a degree, but desire only a wider knowledge along special lines. In most colleges, special students are looked upon as an undesirable class and their admission is discouraged. The situation with us is far different. Our special students, almost without exception, are mature persons, with definite aims, who form a most desirable addition to our classes. Many of them do not feel willing or are unable to give the time that would be required to obtain a degree, but are seeking such improvement in scholarship and such increase in knowledge as their time, and often, their finances, will permit. They are usually well prepared, often are experts in certain lines, and they welcome the opportunity which the University offers to them. Many of them eventually become candidates for degrees, and the administrative officers are united in encouraging and urging them to do so. They form a body of students of which we may be proud.

The growth of our student body brings with it many and serious

problems. On the material side, we are in great need. We need additional rooms for classes and for laboratories, we need larger rooms for some of our large lecture courses, we need additional equipment in our laboratories. In my report a year ago, I called attention to the inconveniences due to having our Chemistry courses given in the Medical Building, nearly fifteen minutes distant from our other buildings. I hope that circumstances may so shape themselves that we may, in the near future, have our work in Chemistry in a building constructed especially for the work and on ground adjoining our main building.

Although now all salaries of the permanent members of the Faculty have been restored to the amounts they received before the reductions were made four years ago, these amounts are less in purchasing power than they were four years ago. I hope that for next year additions of from one to three hundred dollars may be made to the salaries of such men.

We need also, additional men on the Faculty. With many pressing needs, it is difficult to select the most pressing. There is great need of additions in English, in Romance Languages, in History and Political Science, in Economics, and in Engineering. With but small addition to the amounts we now pay to two men who are giving part time as Instructors in Romance Languages we could obtain a man to give full time who would be able to relieve the overworked Professor.

We need additional courses in History, and an additional Instructor there could give part of his time to Political Science. The broad field of Economics cannot be covered by the one full time man, and the two part time men who are now teaching. In Engineering we have great need of a man who can give full time in Mechanical Engineering and make more effective the courses we are now offering in our new laboratory.

I should deem it unwise to recommend increases that are likely to cause a deficit, but later in the session when the financial conditions for the next and succeeding years are more definitely settled, I shall seek opportunity to make more definite recommendations.

Respectfully submitted,

H. L. HODGKINS, *Dean.*

November 14, 1914.

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to render the following report on the School of Graduate Studies.

The total number of students enrolled for the academic year 1913-14 was 92 which is the same as for the previous academic year. In the following table the degrees sought by them is given in comparison with those of the previous year.

	1912-13	1913-14
Students in attendance.....	11	6
Candidates for C.E. degree.....	5	6
Candidates for E.E. degree.....	3	2
Candidates for M.E. degree.....		1
Candidates for S.M. degree.....	21	27
Candidates for A.M. degree.....	27	24
Candidates for D.C.L. degree.....	1	1
Candidates for Ph.D. degree.....	24	27

The total number of degrees awarded in 1913-14 was 22. In the following table the number of each of the degrees awarded is given in comparison with those awarded in the previous academic year.

	1912-13	1913-14
C.E.....	4	3
E.E.....	1	
S.M.....	7	4
A.M.....	8	10
Ph.D.....	3	5
	23	22

The total number of degrees awarded in course to students in this Division of the University since its organization in 1893 up to July 1, 1914, and the number of each kind of degree conferred is shown in the following table:

	1893-1914
C.E.....	27
E.E.....	14
M.E.....	9
S.M.....	108
A.M.....	171
D.C.L.....	1
Ph.D.....	66
	396

The records of the three Doctorate Disputations held during the year, and which constitute the most important official event in all academic life, are as follows:

Twenty-Fourth Doctorate Disputation held September 29, 1913.

Thesis: The Commodities' Clause: A Treatise on the Development and Enactment of the Commodities' Clause and its Construction when Applied to Interstate Railroads Engaged in the Coal Industry. By Thomas Latimer Kibler, A.B., 1904, Randolph-Macon College; A.M., 1908, The George Washington University. Before Martin A. Knapp, A.M., LL.D., Presiding Judge, U. S. Court of Commerce; Honorable John H. Marble,

Interstate Commerce Commissioner; Honorable Robert T. Broussard, M.C., Senator-Elect. Blackburn Esterline, Special Assistant to the Attorney General, presiding.

Twenty-Fifth Doctorate Disputation held February 9, 1914.

Thesis: The Biota of Ridgeway Bog, Wisconsin: A Study in Ecology and Distribution. By Hartley Harrad Thompson Jackson, B.S., 1904, Milton College; A.M., 1909, University of Wisconsin. Before Charles A. Davis, Ph.D., Fuel Technologist, Bureau of Mines; Charles W. Richmond, M.D., Curator Division of Birds, U. S. National Museum; Edward A. Preble, Assistant Biologist, Biological Survey. Prof. Paul Bartsch, Ph.D., presiding.

Twenty-Sixth Doctorate Disputation held May 18, 1914.

Thesis: An Investigation of the Rates of the Wildwood Water Works Company. By Philander Betts, B.S., 1891; M.S., 1895, Rutgers College; E.E., 1903, The Columbian University. Before Lieutenant-Colonel Chester A. Harding, Eng. Corps, U. S. A., Engineer Commissioner, District of Columbia, Charles A. Prouty, A.B., Director of Valuation, Interstate Commerce Commission; Frank J. Warne, Ph.D., Economist. Howard Lincoln Hodgkins, A.M., Ph.D., Dean, Department of Arts and Sciences, presiding.

Thesis: The Policy of Internal Improvement in American History: 1810-1830. By George Morton Churchill, A.B., 1896, Boston University, A.M., 1909, The George Washington University. Before Henry L. Abbott, LL.D., Brigadier General Engineer Corps, U. S. A., retired; S. N. D. North, A.M., LL.D., Carnegie Endowment for International Peace; Hendrik Willem van Loon, A.B., Ph.D., Historian; Charles Herbert Stockton, LL.D., Rear Admiral, U. S. N. (retired), President of The George Washington University, presiding.

Thesis: The Beginnings of the German Element in York County, Pennsylvania. By Abdel Ross Wentz, A.B., 1904, A.M., 1907, Pennsylvania College; B.D., 1907, Gettysburg Theological Seminary. Before George F. Bowerman, A.B., L.H.D., Librarian, Public Library; Frank Warren Hackett, A.B., A.M., ex-Assistant Secretary of the Navy; Rev. Luther Hess Waring, A.B., A.M., Ph.D., Pastor Evangelical Lutheran Church of Georgetown. Levi Russell Alden, A.B., A.M., LL.B., Assistant Professor of History, presiding.

In the following table there is set forth the number and kind of degrees held by the students enrolled in candidature during the year 1913-14, and also the institutions from which the degrees held were obtained. It is believed that this exhibit gives some measure of the state of preparedness of the students and also reveals the extent of educational territory which has been drawn upon:

Agricultural and Mechanical College of North Carolina, S.B.
Bethany College, A.B.; A.M.
Bridgewater College, A.B.
Boston University, A.B.

Cauca University, Columbia, Ph.B.; LL.D.
 College City of New York, S.B. 5.
 Colorado College, S.B.
 Columbia University, S.B.; A.M.
 Cornell University, S.B.
 George Washington University, M.Dip.; M.P.L.; LL.B. 3; LL. M.
 2; M.D. 3; S.B. 13; A.B. 26; E.E.; D.D.; S.M. 3; A.M. 7.
 École de Mines des Hainault, C.M. Eng.
 Gettysburg Theological Seminary, B.D.
 Hamilton College, S.B.
 Hanover College, S.B.
 Harvard University, B.A.S.
 Hillsdale College, B.D.
 Iowa State University, S.B.
 Iuka Normal Institute, A.B.
 Johns Hopkins University, A.B.
 Kansas City School of Law, LL.B.
 Maryland Agricultural College, S.B. 3.
 Milton College, A.B.
 Newberry College, A.B.; A.M.
 New Hampshire College, B.S.
 Northwestern University, S.B.
 Ohio State University, S.B.; M.S.
 Pennsylvania State College, A.B.; A.M.
 Randolph-Macon College, A.B.
 Roanoke College, A.B.; A.M.
 Rhode Island State College, B.S.
 Royal Academy of Mines, Germany, Met. E.
 Rutgers College, B.S.; M.S.
 Southern Normal University, A.M.
 Southwestern College, A.B.
 St. Andrews University, Scotland, L.L.A.
 St. John's College, China, A.B.
 Syracuse University, Ph.B.; S.B.
 U. S. Naval Academy, Graduates, 2.
 University of Cincinnati, A.B.
 University of Illinois, A.B.; A.M.
 University of Maine, S.B.
 University of Nebraska, A.M. 2.
 University of North Carolina, A.B.
 University of Virginia, A.B.
 University of Wisconsin, A.M.
 Yale University, Ph.B.

Including the two graduates from the United States Naval Academy
 there were 8 students enrolled in candidature for higher degrees who held
 no degrees on admission. Some were graduated from institutions of

college rank, like the Naval Academy, which, like it, confer no degrees. Some came from governmental institutions in Europe which prepare for the universities. Some had nearly completed, at this, or some other, University, the requirements for a baccalaureate degree, were in the Senior year, and were regarded by the Dean of the undergraduate division in which they were enrolled, as well as by the Committee directing their graduate studies, as competent to undertake this advanced work. All were mature persons and before admission their preparedness had been inquired into. This practise has obtained in a measure since this Division was inaugurated. To prevent an abuse of this privilege the Trustees have wisely forbidden the conferring of two degrees upon the same student at any Convocation or Commencement.

The conditions warranting admission to candidature for graduate degrees was a fundamental and vital issue at the time the inauguration of this Division was under active and conscientious consideration. As set forth in my published address, "On the Developments and Functions of the Graduate School" in 1895, your Committee recognized that two lines of development were obvious, and that each had been to a degree exploited. (1) That in which the student was given a broader and more extended acquaintance with existing records of human activities and achievements. (2) That in which the student was expected through research to add, by his achievements, to the sum of human knowledge. The first was evidently academically the simplest; it was most readily conformed to undergraduate standards; it was most easily controlled and gauged by formal pedagogical rules; it was most satisfying to those who measure knowledge in the number of time units devoted to an allotted task, and who regard a student body as a military body to be observed as to its "company front," and to be praised for the uniformity of its alignment and the precision of its evolutions. The second was confusing academically for it admitted individuality. It admitted that individuals, who by plodding, persistent effort might memorize the records of achievement and by formal application of discovered rules impart recorded knowledge, could, and often did lack that openness of mind essential to the sympathetic appreciation and comprehension of the desires and needs of mankind; that commendable curiosity which draws one into the by-paths and on to the horizon of the known; and that originality of vision, or that technical skill and resourcefulness, by means of which new problems are solved. It admitted, on the other hand, that men exist who do not readily conform with organizations and yet possess curiosity, originality, resourcefulness, technical skill and persistency in the prosecution of an investigation. Fortunately there also exist men, with adaptability, who also possess these last mentioned characteristics.

Because it was believed that the function of a University was discharged only when it shared in the increase of knowledge through research into original sources, as well as in the diffusion of knowledge

through teaching, and because of the existence of a body of men sufficiently adaptable to preserve the germ of originality while being compelled to submit to formality during their plastic periods, your Committee recommended that your Graduate School be founded as a school of research but at that time and ever since it has been known that many competent and useful researchers have evaded formalism or else have been so circumstanced by fortune, location or vicissitudes as to have been unable to satisfy the conventional undergraduate requirements and provision has therefore been made whereby usefulness to mankind has been promoted while the essential academic proprieties have been preserved.

The problem of correlating academic standards is as difficult as that found in correlating economic and other scientific standards. At the outset institutions whose diplomas would be accepted were determined upon and the list has been added to from time to time. But, wisely, today every applicant is directed to confer in advance with each professor whose instruction he seeks and after that each application is separately presented to and considered by the Faculty, at a called meeting, before the applicant is admitted to candidature. While correlation of the standards of the different American institutions presents difficulties, that of correlating the standards of foreign institutions with ours presents more difficulties. The fact that the institutions of continental Europe are under governmental supervision aids in a measure because a common rule can be made to apply and our difficulties here have in a measure been solved through the aid of the several members of our Faculties who have studied in these institutions. The chief difficulty rests with the institutions of Latin-America and the Orient about which we have less precise information. Yet it is from these institutions that applicants have in recent years been presenting themselves and logically, because of its location and organization, this University should draw graduate students from these sources in constantly increasing numbers.

I have therefore sought through various sources information regarding them and I present the following correspondence relating thereto.

October 9, 1913.

DR. OSCAR T. CROSBY,
Warrenton, Virginia.

MY DEAR CROSBY: For some years past students have been coming to this University from foreign countries and more especially from the Central, the South American and the Oriental countries. Of late they are being sent here by their respective governments. This is very desirable but of late they are being sent as candidates for the higher degrees and asking that the baccalaureate degrees conferred upon them by their native institutions be accepted for admission to our graduate courses. We find this difficult because of a lack of intimate

knowledge of the character of the work required in these native institutions.

I am therefore appealing to you as an Alumnus of this University who is about to visit the Oriental countries to investigate on our behalf the collegiate institutions there and to advise us as to what recognition we should give them.

Yours very sincerely,

[Signed] CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

WARRENTON, VA., November 13, 1914.

DR. CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies, George Washington University.

DEAR MUNROE: Exigencies of travel prevented a careful investigation of the established courses and standards in oriental colleges. Conversation with a number of graduates of Roberts' College, of the American College at Beirut, and of several Missionary Institutions in Japan and China disclosed a satisfactory general intelligence. One notes also an academic spirit often stronger than that which survives in our own alumni, after a few years absence from our Alma Mater. It is a safe assumption that young men of the Orient or of South America who come to the United States for Post-Graduate work, are inspired with more than the average desire for learning. Therefore they will the more readily make good by unusual effort any deficiencies which may be due to differences of severity or scope in the standards of undergraduate work. As to recognition of degrees of little known Institutions, I would recommend that one of two courses be pursued, depending upon circumstances. If competent supervisors can be found to serve in the country of the intending student, he should be required to pass an examination, prepared by our own authorities. Questions should be so framed as to search the *general information*, the *general open-mindedness* of the student, rather than his detailed knowledge. The examination should be written, in the presence of supervisors. A similar course should be followed if the aspirant presents himself in Washington. If, in either case, the results are satisfactory, a conditional recognition of his degree may then be given. This should be followed by other more detailed examinations from time to time, on papers handed to the student two or three months before the date of examination.

Success in these examinations, and in post-graduate work should be required as a basis for higher degrees. Such a course at once prevents prostitution of our own degrees, and disappointment of sound ambition among youths less favored than our own by home surroundings.

Yours very truly,

[Signed] OSCAR T. CROSBY.

The Faculty of Graduate Studies has believed that competent graduates of professional courses should be encouraged to enroll in the ranks of researchers in order to advance exact knowledge in their chosen professions. . With a view to satisfying these desires I took the following action during the past year.

January 23, 1913.

COLONEL W. C. BORDEN, U. S. A.

Dean, Department of Medicine, George Washington University.

DEAR MR. DEAN: From our recent conversations I have gathered that you look favorably upon the instituting of closer relations between the work in Medicine and the work in Graduate Studies in this University and with a view to cementing these relations, I am sending you enclosed a memorandum of a statement which I hope you may deem suitable for presentation in the catalogue of the Department of Medicine.

Yours very truly,

[Signed]

CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

Through the President of the George Washington University.

GRADUATE DEGREES

Students in the Department of Medicine may, with the consent of the Dean of this Department and the assent of the Faculty of Graduate Studies, become candidates for the degrees of A.M. or S.M. or Ph.D. Such students must have completed a liberal undergraduate course of study such as is required by colleges of good standing antecedent to the conferring of a baccalaureate degree and, in addition to the work demanded in satisfaction of the requirements for the M.D. degree, they must pursue courses of study in a major and two minors approved of by the Faculty of Graduate Studies; present an acceptable thesis; and conform to the other requirements fixed by the Faculty of Graduate Studies. A candidate for the Ph.D. degree must satisfy the Faculty that he can read understandingly, in the original, French and German works pertaining to his special field and after his thesis has been favorably reported on in writing by the professor-in-charge of his major topic and by a co-referee from the Faculty the candidate must successfully defend his thesis in public before a Board of Experts not officially connected with the University.

Graduate work in medical topics is offered in Bacteriology, Chemistry, Histology and Embryology, Pathology, Physiology and Pharmacology and in Preventive Medicine, but, with the exception that the degree of M.D. is given an equal time credit with the A.M. or S.M. degrees to candidates for the Ph.D. degree, credit is given but once for the completion of any University course of study. Furthermore but a single degree may be conferred on a student at any one University function.

In the course of the administration of this office I find myself called upon to advise with professors upon questions of policy or methods of procedure. It is my feeling that my views are proper subjects for Faculty consideration so that if they are acceptable they may be made generally operative. I therefore present here extracts from letters written during the past year.

October 6, 1913.

The Faculty does not prescribe the number of courses in each University subject which the candidate must complete in order to satisfy the requirements for his degree. This is done by the candidate's Committee of which you are Chairman, for "This committee will determine his division of time, study and research among the major and minor topics." I advise that the number of stated courses in any one University Subject be restricted but that in each course the graduate student be assigned topics for research in the libraries and archives. By this means undergraduate and graduate students may properly be allowed to pursue the same class room courses but the graduate student will be differentiated by the additional advanced research work assigned him in this course. Moreover the graduate student should be required to present his results for discussion. He may be required to read his report, or essay, or book criticism before the regular class pursuing the course with him, or before a seminar of graduate students and teachers of the University organized by his professor, as the latter deems best or most convenient.

I desire to impress upon you that the professor is in graduate work given the largest measure of freedom in the direction of his students; that the satisfaction of the requirements by the candidate is not to be measured in time units but by accomplishment; and that the professor is expected to assign the candidate such tasks outside the class room as will develop in the candidate sound methods for using the sources, gathering material, and presenting it, so that he may become cultivated in research.

Permit me to remind you that when your Committee has determined upon the courses that the candidate must satisfy this finding should be filed with the candidate's record in the Recorder's office; and allow me further to remind you that this record in the Recorder's office is always open to inspection by every member of the Committee and by the candidate so that each may be informed as to the requirements fixed and the extent to which they are satisfied.

Yours very truly,

[Signed] CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

October 8, 1913.

I enclose two cards. ———

There are however several others whose cards I have or am to send you as students in your topic. Among them is Mr. ——— who desires to change his Major in candidature for the Master's degree from ——— to your subject. This will mean that besides doing much additional work to that required for the satisfaction of a Minor he will be required to make his Thesis in your subject.

I find also that Mr. ——— who last year pursued your subject as a Minor in part satisfaction of the S.M. degree, desires now to continue this topic as a Minor in part satisfaction of the requirements for the degree of Doctor of Philosophy. This requires that he should spend two additional years in study with you. You are the final authority as to what amount of work and what kind of work in your subject would satisfy the requirements. I should expect that you would require him to perfect his technique by preparing material for your lectures and laboratory students and by assisting in the direction of other graduate students who have had less experience than he has had; that you would cultivate his acquaintance with the sources and improve his methods of searching literature by assigning him topics to look up and report upon, or books to review, the results of which you wish for use in your lectures or which you may require him to present to your classes or to a seminar of your graduate students; and that you would eventually require him to present an essay which would embrace a resumé of the literature and the results of a minor research in the laboratory.

Of course it is not expected that you give a course of lectures to a single student, but you can assign him a course of reading in authoritative text-books and require, at your convenience, reports on these which you can discuss in conference with him alone or with classes which you may form.

I hope you may be able to assign work to Mr. ——— and I trust I may have your views on the matters above presented, for I find your subject one that attracts students and I believe that if it becomes definitely organized it will attract many students and will become a source of satisfaction as well as of profit to you. ———

Yours very truly,

[Signed] CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

Respectfully submitted,

CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

November 14, 1914.

TO THE PRESIDENT OF GEORGE WASHINGTON UNIVERSITY.

DEAR SIR: I have the honor to present to you the report on Columbian College for the college year 1913-14.

The statistics of student registration for the year are as follows:

Total registration, 484.

The number of regular students, 281.

The classification of these regular students as registered at the beginning of the college year is as follows:

1. "Regular students having to their credit 45 or more hours," 38.
2. "Regular students having to their credit 30 or more, but less than 45 hours," 36.
3. "Regular students having to their credit 15 or more, but less than 30 hours," 64.
4. "Regular students having to their credit less than 15 hours," 143.

Special students, 189.

Auditors, 14.

There was an increase in the registration over that of the preceding year as shown by the following figures:

1912-13 Columbian College, 353.

1913-14 Columbian College, 484.

The educational service done by Columbian College is preëminently for the District of Columbia. Eighty-five per cent of our college registration is of young men and women who are identified with the District of Columbia. Thirty-eight per cent of the Columbian College students entered on certificate from preparatory schools in the District of Columbia. The registration was distributed as follows:

Central High School.....	66
McKinley Manual Training School.....	31
Eastern High School.....	25
Western High School.....	21
Business High School.....	20
Emerson Institute.....	7
Tutor.....	5
Friends School.....	4
Hall-Noyes School.....	3
Y. M. C. A.....	2
Washington Seminary.....	1
Army and Navy Preparatory School.....	1

An analysis of the preparation of special students in Columbian College in 1913-14 shows the following:

Fully prepared for college:		
Students with college degrees.....	18	
Students with advanced standing.....	29	
High School graduates (15 units).....	45	92
Not fully prepared:		
Students having over 12 units.....	13	
Less than 12 units.....	22	
Fitted for special studies they wish to take.....	62	97
Total.....		189

The educational needs of the city of Washington in the sphere of higher education develop in a perfectly wholesome way a large class of special students. About thirty-three thousand people are under the Classified Civil Service, all of these resting on an educational basis in many classes of a highly specialized and advanced character. College classes afford opportunities for study in preparation for the more advanced requirements of duty in this work. This is the explanation of the large number of special students with full preparation for college.

There are three groups of students in Columbian College that should be specially mentioned. First, students registered for the degree of Bachelor of Science in Chemistry; second, students registered for Pre-Medical courses or regular college courses in preparation for the Medical School; third, students registered under Group IV of the college curriculum emphasizing political science studies in preparation for the Law School, for the Consular Service, or for business and commercial life.

Forty-nine students were registered in 1913-14 for the degree of Bachelor of Science in Chemistry. In recent years the importance of this course has been emphasized by steadily increasing registration. In addition to students so registered there are special students in large numbers in the courses in Chemistry and the subject of Chemistry is of importance also in the various Groups of our college curriculum leading to the degree of Bachelor of Arts. At the present time all the work in Chemistry, class instruction and laboratory work, is given in the building of the Medical School at 1325 H Street.

Certain things should be noted with respect to the location of the Chemistry and its effect upon Columbian College. First, the Medical building is at some distance from the building of the Arts and Sciences at 2023 G Street, causing difficulty in arranging schedules involving work in both places; second, it is an objection to the present arrangement that the general culture work in Columbian College in Chemistry has to be pursued in the professional atmosphere of the Medical School; third, there is need of a lecture course in general Chemistry for Columbian College students given in a morning or early afternoon period. The present hour of 4.50 brings the lecture during the winter months after dark, and this prevents many students, particularly among the

women, from taking their natural science work in this subject. The registration for the degree of Bachelor of Science in Chemistry is very large; the general culture registration in Chemistry, especially among the women students, is relatively small. The importance of the subject in every way suggests the need of a science building with adequate provision for Chemistry in lecture halls and laboratories for the use of Columbian College students, located near the Arts and Science building, and an extension also of the facilities in Chemistry making it possible for all Columbian College work to be done during the early periods of the day.

To meet the higher preliminary requirements for medical education, Columbian College of the George Washington University offers the following courses: A *one-year pre-medical course* satisfying the requirement of the American Medical Association for admission to the Medical School; a *six-year combination course*, consisting of two years in Columbian College and four years in the Medical School, for which the degrees of Bachelor of Science in Medicine and Doctor of Medicine are given; and a *seven-year combination course*, consisting of three years in Columbian College and four years in the Medical School, for which the degrees of Bachelor of Arts and Doctor of Medicine are given.

The one-year pre-medical course was inaugurated during this year, 1913-14. There were fourteen pre-medical students registered this year. There will doubtless be an increasing number of students registering for the one year pre-medical course from year to year. The two-year college course in conjunction with the Medical School, leading to the degree of Bachelor of Science in Medicine, is also likely to be an important curriculum group. All of this work in preparation for the Medical School centers in natural science studies, and it will require enlarged provision in instructors and in classroom and laboratory facilities. The three natural science subjects constituting the one-year pre-medical course, are Chemistry, Physics, and Biology. The importance of this Group in our coöperative educational work with the Medical School, emphasizes further the needs of a natural science building. The Pre-Medical requirement in Biology is at present satisfied by two courses in Zoölogy, a heavier requirement than that specified by the American Medical Association. It is desirable that we should offer rather for the pre-medical students a course in general Biology, planned specifically to meet the requirement.

Political science studies form an important group in Columbian College. These are planned and presented in Group IV of our curriculum for the Bachelor of Arts degree. Many Columbian College men enter the Law School, and this Group furnishes studies which constitute the natural preparation for the professional course in Law. There is a natural correlation between the college and the Law School, which should be fostered by the development of these studies.

The Political Science Group of studies is useful in preparing men for

the American Consular Service. How important this has been is shown in statistics recently made by a graduate of Columbian College, who is now in the Consular Service. The list was compiled from the register of the State Department published November 10, 1913. It includes only those who are, strictly speaking, holding commissions as Consuls General, Consuls, and Consular Assistants. There are three hundred men in this list. Two hundred and nineteen of these are college men. Twenty-eight of this number or about 12.8 per cent received their training at George Washington University. The highest numbers on the list are as follows: George Washington University, 28; the second University, 11; the third University, 9; the fourth University, 8; the fifth University, 7. It appears from this list that George Washington has more men in the American Consular Service than any other University and as many as the next three together. It is a sound college policy to develop and strengthen all courses of study contributory in so important a way to the public service of the Government, to professional studies in law, and to higher and more intelligent conceptions of citizenship.

We should continue to cherish in Columbian College the old idea of liberal culture. Culture is personal and the effects of culture are reached through personal influences. A city college without dormitory life, with the diverse influences of the city always active in the student body, finds the effects of culture more difficult to achieve because of the city conditions. In Columbian College we are relieved from responsibility for students that rest upon college officers in college community life. We need to remind ourselves that while we are conscious of certain advantages in the city conditions, we have need to exert in special ways all forms of personal influence centering in the University that may be made contributory to the cultural influences of the curriculum. Among the personal influences which we should strive to strengthen and refine are the personal associations of members of the Faculty with the students in class and out. The fraternity organizations among the men and women are at their best, the most important auxiliaries to the organized educational work of the college. Educational ideas can be assimilated and made effective in social conferences with students. The need of personal teaching outside of the curriculum has been marked in the last two years by the publication of books intended for members of the Freshman Class in college, placing before them ideas and ideals that the new conditions of college life make important for them to know.

I would recommend for consideration the establishment for the year 1915-16 of a required course of one hour a week for all full-day students in the Freshman Class of Columbian College to be called the Freshman Assembly Lectures, the purpose of which shall be to teach to the Freshman Class things important for general culture outside of the curriculum. I would suggest that these lectures might be given on Tuesdays at 1.45, lasting for one hour. As a suggestion of the scope and purpose

of the work the lectures should be arranged and supervised by the Dean of the College, and should include such subjects as, "The Transition from High School to College," "The Purpose of the College," "The College Curriculum," "Some Student Problems and Responsibilities," "Fraternities and Their Place in College Life." The calendar of these lectures could be filled out, I am sure, through the coöperation of the Faculty, and of others outside of the University who might from time to time be willing to address the students. The required attendance would give us a large assembly. The influence upon the students of such an assembly would be of benefit in the student life, and the opportunity for instruction which such an assembly gives would enable us to secure addresses which up to the present time we have not been able to arrange for. I believe we should seriously attempt to supply in larger measure to our Freshman students cultural influences outside of the curriculum which will interpret and intensify the influences of the curriculum itself.

Very respectfully,

WM. A. WILBUR.

Dean.

November 14, 1914.

ADMIRAL CHARLES H. STOCKTON,

President, George Washington University, Washington, D. C.

DEAR SIR: I have the honor to submit the following report in regard to the College of Engineering for the session of 1913-14:

The total registration for the session was as follows:

Former students of the College of Engineering.....	114
New students.....	86
Students previously registered in other departments of the University.....	6
Total.....	206
Number of men.....	203
Number of women.....	3
	206

These students may be classified as follows:

Candidates for degrees:

	Freshmen	Sophomore	Junior	Senior	Total
Arch.....	3	2	6		11
C.E.....	8	9	18	4	39
E.E.....	12	4	10		26
M.E.....	11	11	9	1	32
	—	—	—	—	—
	34	26	43	5	108
Special Students.....					98
					206

In years of attendance students are classified as follows:

First year.....	92
Second year.....	55
Third year.....	19
Fourth year.....	21
Fifth year.....	9
Sixth year.....	6
Seventh year.....	4
Total.....	206

Students were admitted to advanced standing on certificates from the following institutions.

University of Michigan
 University of Wisconsin
 Stevens Institute of Technology
 New Windsor College
 Baltimore Polytechnic Institute
 Cooper Union
 Kentucky State University.

Students in attendance held degrees as follows:

3 A.B. from George Washington University
 3 LL.B. from George Washington University
 1 L.B. from George Washington University
 1 M.P.L. from George Washington University
 1 B.S. from George Washington University
 1 B.S. in C.E. from George Washington University
 1 A.B. from New Windsor College
 1 B.S. from Connecticut State College
 1 A.B. from Rock Hill College
 1 LL.M. from National University Law School.
 1 B.S. in E.E. from Cooper Union.

Students were admitted to the Freshman class on certificate from the following schools:

McKinley High School of Washington
 Central High School of Washington
 Emerson Institute of Washington
 Western High School of Washington
 Winchester (Va.) High School
 Lowell (Mass.) High School
 Lowell (Mass.) Textile Institute
 Virginia Polytechnic Institute
 Commercial School, Taganvov, Russia
 Yukon (Okla.) High School

Sullivan (Ind.) High School
 Baltimore Polytechnic Institute
 Montezuma (Cal.) High School
 Columbus Junction (Iowa) High School
 Newark (N. J) High School
 Poughkeepsie (N. Y.) High School
 Bienville (La.) High School
 Bigelow (Ark.) High School
 Missoula (Mont.) High School
 Regents Certificate of New York

The College of Engineering requires fifteen units for admission and only two of these are elective. It specifies that four units of modern languages shall be offered for admission, and as it is possible for a student to graduate from some High Schools without studying a modern language and from any High School after studying a language only two years, conditions in languages are frequent.

There were 21 students admitted with conditions, although 7 of these students presented 15 points for admission.

The conditions imposed were as follows:

	<i>Units</i>
In Languages.....	56
In Mathematics.....	7½
In Physics.....	1
In Chemistry.....	7
Total.....	71½

During the year 19½ units of condition were removed.

The conditioned students had an average of 13½ High School Units to offer, leaving an average of only 1½ units of High School work lacking, while the average condition imposed was 3½ units. This discrepancy is due entirely to the requirement in modern languages.

Because of the large number of students who attend in the afternoon classes and who have duties during the day that may change during the year, there is a certain amount of instability in attendance. Many of the students are married, and home duties frequently necessitate a change of plans during the year. The attendance during the months of the session was as follows:

October.....	182
November.....	181
December.....	177
January.....	176
February.....	172
March.....	166
April.....	160
May.....	158

A very large percentage of the students in engineering attend only in the late afternoon hours, a much larger percentage than in the case of students in liberal arts.

In most cases this is due to the fact that the student is self-supporting, and must work during the day. But in some cases students have obtained work when it might have been possible to attend day classes. Because of our small Faculty and because the majority of our technical instructors give only part time to the University, the classes in technical engineering subjects are largely held only in the late afternoon. This means that a student in the Junior or Senior year finds that practically all of his classes meet late in the day, and he is tempted to obtain employment, and attend only after office hours. While this means he must attend an additional year, it is frequently of benefit to the student as he usually obtains employment in engineering work and is obtaining valuable practical experience.

Yet it is very desirable, from the University standpoint, that we give technical courses early in the day. This will not be possible until we are able to add full time instructors to our Faculty, and be in a position to duplicate some of our Junior and Senior courses.

At the Commencement in June, the following degrees were conferred:

4 Bachelor of Science in Civil Engineering.

1 Bachelor of Science in Mechanical Engineering.

Respectfully submitted,

H. L. HODGKINS,

Dean.

TO PRESIDENT CHARLES H. STOCKTON,
George Washington University.

SIR: I have the honor to present the following report upon the work of Teachers College for the year 1913-14:

<i>Enrollment</i>	<i>1913-14</i>	<i>1912-13</i>
Men.....	9	8
Women.....	122	79
Total.....	131	87

This enrollment shows the phenomenal increase of fully 50 per cent over the preceding year. What special conditions, if any, operated to bring this about, I cannot say. The friendliness of the administrative and supervisory officers of the Washington public schools very likely had something to do with it. The enrollment for the current year bids fair to equal, if not slightly to surpass, that of last year.

Sixty-four of the 131 students were new to Teachers College, although only 49 paid the matriculation fee, the other 15 having paid it before in some other department of the University.

Attendance by months:

November.....	122
December.....	121
January.....	119
February.....	116
March.....	114
April.....	111
May.....	105

Classes of students:

Regular.....	120
Special.....	8
Auditors.....	3
Total.....	131

Admission: Regular students:

Without conditions.....	117
With conditions.....	3

Of the eleven special students and auditors, six were qualified to satisfy our entrance requirements while five were not. This makes a total of only eight persons who could not technically qualify for entrance but these were all nevertheless prepared to profit by the work they took and to be a help rather than a hindrance in their classes.

Preparatory education:

Graduates of a Washington High School.....	84
Graduates of other secondary schools.....	37
Non-graduates.....	10
Total.....	131

Normal School Graduation:

From Washington Normal School, No. 1.....	71
From other normal schools.....	19
Total.....	90

Employment:

Teachers in service.....	104
Other employment.....	10
Full-day students.....	17
Total.....	131

The largest number of full-day students in any one year heretofore has been 10, as compared with 17 last year. The increase in this class

of students is continuing and is showing itself especially in the number desiring observation and practice teaching, subjects that are required of all who have not had successful teaching experience. While previous to 1913-14, three was the largest number in any one year that took practice teaching, five took it last year and eight are taking it this year. Four of these eight are now teaching in the upper grades of the public schools, all of them in places where they are of genuine assistance to the regular teachers.

The permission to do our observation and practice teaching in the Washington public schools, which we have enjoyed in previous years, has been again courteously granted by Superintendent Thurston for this year. But in this line a new opportunity appears to be opening in the St. John's Church Orphanage. Through President Stockton, the Dean of Teachers College has arranged with the Sister at the head of the Orphanage to take charge of the Orphanage school, the teaching to be done by the students taking the course in practice teaching. It looks as if we might here find an opportunity to develop a model elementary school, but as the work is now only on the point of starting it is too early to give a detailed evaluation of the opportunity.

The proper oversight of observation and practice teaching, especially the latter, takes a great deal of time, which I find it difficult to spare from my other teaching and administrative duties. If the Orphanage school develops as it appears to promise, it may become both desirable and necessary in a year or two to engage another full time instructor for the educational work. One duty of this instructor would be to be principal of the model school in the Orphanage. He might, however, also have charge of the work in observation and practice teaching and give other courses in the late afternoon and on Saturday.

One slight change was made in the course of study during the past year. The number of units required for graduation was raised from sixty to sixty-two. This change was deemed advisable because we give two diplomas at graduation, a Bachelor of Arts degree and a Bachelor's Diploma in Education, which were heretofore both earned by the amount of work demanded for the Bachelor of Arts degree alone in standard colleges. This laid us open to the suspicion that our degree might be below par value, a suspicion that our increased requirements operate to remove.

Teachers of experience, however, are not affected by this change, for they are given credit for the courses in observation and practice teaching, counting two units. This seems only just, for the experience gained by class-room teaching, under supervision, should certainly be as valuable as that obtained from our courses in observation and practice teaching.

Respectfully,

W. C. RUEDIGER.

Dean.

November 10, 1914.

November 16, 1914.

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit the following report on the Law School for the academic year 1913-14.

The teaching force numbered thirteen of whom five gave all their time to the school and eight were engaged in practice. An instructor in Patent Law was added to the faculty for the first time.

Instruction was given in subjects aggregating 87 semester hours of which 55 were repeated, a total of 142. This was an increase of 4 hours over 1912-13. The full-time instructors conducted 56 semester hours of which 50 were repeated, the part-time instructors 31, of which 5 were repeated.

This instruction was given as follows:

from 7.50	to 8.40 a.m.,	6 hours
9 a.m.	to 12 m.,	55 hours
4.50	to 6.30 p.m.,	81 hours

The early morning classes (7.50 to 8.40) started last year have continued to prove popular. Over 100 students attended one or more of them. This was fully one half the students eligible as the subjects taught at these hours are too advanced for first year students. These classes are elective and are attended chiefly by afternoon students, either from preference for the subjects or to give them an afternoon free.

The total registration for the year was 349 men and 6 women, a total of 355, an increase of 43 over the registration of the preceding year. This increase was almost wholly in the first year class, which was the largest since 1905-06.

The following table shows the registration of the eight largest schools, members of the Association of American Law Schools, in 1911-12 (as shown by the report of the U. S. Commissioner of Education) and in 1913-14 (as shown by their catalogs).

	1911-12	1913-14
University of Michigan, Department of Law.....	793	709
Harvard University Law School.....	809	694
University of Southern California, College of Law..	481	605
Columbia University School of Law.....	417	565
University of Pennsylvania Law School.....	374	374
George Washington University Law School.....	306	355
Northwestern University School of Law.....	309	352
University of Chicago Law School.....	320	348

It is worthy of note that two of these schools show a decrease in attendance, one no change, and that this school stood third in respect to increase, and was sixth in enrollment.

The students registered from the District of Columbia, 44 states,

Hawaii, China, Japan and Mexico. The largest numbers were, from the District 100, Pennsylvania 22, New York 20, Illinois 16, Virginia 14, Iowa 12, Maryland 11 and Massachusetts 11. A complete table showing the geographical source of all students follows:

Alabama.....	2	Nevada.....	1
Arizona.....	1	New Jersey.....	2
Arkansas.....	2	New Mexico.....	1
California.....	3	New York.....	20
Colorado.....	4	North Carolina.....	2
Connecticut.....	8	North Dakota.....	2
Delaware.....	1	Ohio.....	9
District of Columbia.....	100	Oklahoma.....	2
Georgia.....	3	Oregon.....	1
Idaho.....	5	Pennsylvania.....	22
Illinois.....	16	South Carolina.....	2
Indiana.....	3	South Dakota.....	6
Iowa.....	12	Tennessee.....	9
Kansas.....	2	Texas.....	9
Kentucky.....	4	Utah.....	8
Louisiana.....	1	Vermont.....	3
Maine.....	6	Virginia.....	14
Maryland.....	11	Washington.....	6
Massachusetts.....	11	West Virginia.....	2
Michigan.....	4	Wisconsin.....	6
Minnesota.....	5		
Mississippi.....	3	Hawaii.....	2
Missouri.....	9	China.....	2
Montana.....	2	Japan.....	1
Nebraska.....	4	Mexico.....	1

The students were classified, and divided between the forenoon (9 a.m. to 12m.) section and the afternoon (4.50 to 6.30) section as follows:

	a.m. section	p.m. section	total	
Candidates for LL.B. degree {	First Year..... 34	120	154	297*
	Second Year.... 13	62	75	
	Third Year..... 9	59	68	
Candidates for LL.M. degree.....	5	10		15*
Special (not eligible for degree).....	8	36		44
	—	—	—	
Total.....	69	287		356
*Less counted twice.....				1
				355

Attention is called to the relatively small registration in the forenoon sections. All subjects required for degrees are taught in the afternoon, but not in the forenoon. The first year forenoon course is complete but the second year lacks instruction in Common Law Pleading, Evidence and Equity, all necessary to a degree. The result is that the school loses some students from the second year, and others prefer to take their work, since they must take a large part of it, in the afternoon. The third year forenoon section receives instruction in all required subjects except Moot Court, which from its nature is best taught to the class as a whole.

The afternoon sections are approaching the size where further increases will tax the capacity of our halls and lessen the efficiency of the instruction. The forenoon sections on the other hand would be benefited by trebling their numbers, creating an esprit de corps, so evident in the afternoon sections and lacking in the forenoon. These sections are now sufficiently large to call for instruction in all required subjects and this should be the first step in an effort to further increase their numbers. The school could take care of 200 more students in the forenoon sections without any sacrifice of efficiency and without extra expense other than such as is necessary to provide instruction in these three topics of the second year.

The preliminary education of the regular students, candidates for degrees, divides them into three classes of College Graduates, College Undergraduates and High School Graduates. The number and percentages in each of these classes were:

College Graduates.....	113 percentage	36
College Undergraduates.....	78 percentage	25
High School Graduates.....	120 percentage	39

The large percentage of college-trained men is most gratifying. Attention will later be called to their superior scholarship. It is doubtful if any law school which does not require college training for admission has a greater percentage of college-trained men. The following table shows the colleges from which they come.

	Graduates	Under- graduates
Alabama, University of.....	1	
Amherst College.....	1	
Arkansas, University of.....	1	
Asbury College.....	1	
Austin College.	3	
Bates College.....	1	
Biltmore Forest School.....	1	
Bowdoin College.	2	
Brown University.....	1	

	Graduates	Under- graduates
California, University of.....	1	
Center College of Kentucky.....		1
Charleston, College of.....	1	
Chattanooga, University of.....	1	
Chicago, University of.....	1	1
Chinese National College.....		1
Colorado, University of.....	1	1
Columbia University.....	2	
Cornell College of Iowa.....		1
Cornell University.....	8	1
Dartmouth College.....	4	2
Drake University.....	1	
Ewing College.....	1	
Franklin and Marshall College.....	1	1
Georgetown College.....		1
George Washington University.....	16	32
Georgia, University of.....	1	
Hamilton College.....	1	
Harvard University.....	5	
Heidelberg University, Tiffin, Ohio.....		1
Illinois College.....	1	
Illinois, State University of.....		1
Iowa, State University of.....	2	1
Iowa State College.....	3	
Johns Hopkins University.....	1	
Kalamazoo College.....	1	
Lafayette College.....	1	
Lehigh University.....	2	
Leland Stanford University.....		2
Louisiana State University.....		1
Massachusetts Institute of Technology.....		3
Michigan, University of.....	2	1
Michigan Agricultural College.....	1	
Minnesota, University of.....		1
Mississippi Agricultural and Mechanical College.....	1	
Missouri State Normal School.....		1
Missouri, University of.....	2	1
Montana, University of.....		1
Nebraska, University of.....	1	
Nebraska Wesleyan University.....	1	
Newbury College.....		1
Ogden College, Kentucky.....		1
Ohio Northern University.....	2	
Ohio State University.....	1	

	Graduates	Under- graduates
Ohio Wesleyan University.....	1	
Pacific University.....	1	
Paris, University of.....		1
Pennsylvania, University.....	2	6
Pennsylvania State College.....	1	
Pittsburg, University of.....		1
Princeton University.....	2	1
Purdue University.....	1	
Rollins College.....	1	
Southwestern University.....		1
Swarthmore College.....	1	
Syracuse University.....	1	
Texas, University of.....	1	
Utah, Agricultural College of.....		1
Utah, University of.....	1	1
U. S. Naval Academy.....	5	
Valparaiso University.....		1
Vanderbilt University.....		1
Vassar College	1	
Virginia, University of.....	1	2
Washington, State College of.....		1
Washington, University of.....	1	
Washington and Jefferson College.....	1	
Washington and Lee University.....	4	1
Wesleyan University.....	1	
Western Maryland University.....	1	
Western Reserve University.....		1
Wisconsin, University of.....	1	2
Worcester Polytechnic Institute.....	3	1
Yale University.....	6	
	—	—
	117	81
Counted twice.....	4	3
	—	—
	113	78

A table has been prepared showing the average semester hours carried and scholarship of regular students, candidates for the degree of LL.B., who were examined during the academic year. It shows the record of the whole group, unemployed and employed, groups differing in preliminary education, groups differing in age, groups differing in preliminary education but of like age.

CLASSIFIED FOR COMPARISON		NUMBER	AVERAGE SEMESTER HOURS CARRIED		PASSED IN ALL, OR CON-DITIONED OR FAILED IN ONE OR MORE SUBJECTS						NUMBER AND PERCENTAGES MAKING AVERAGE GRADE OF										AVERAGE MARK			
					Passed		Condi-tioned		Failed		A		B		C		D		E				F	
											No.	Per ct.	No.	Per ct.	No.	Per ct.	No.	Per ct.	No.	Per ct.			No.	Per ct.
1. All candidates for LL.B.....		261	21.7	167	63.9	25	9.5	69	26.4	25	9.5	35	13.4	158	60.5	21	8.0	18	6.9	4	1.5	73.03		
2. Unemployed		41	23.3	23	56.1	3	7.3	15	36.6	2	5.6	4	11.2	23	56.1	5	12.2	6	14.6	1	2.4	70.3		
Employed		220	21.4	144	65.4	22	10.0	54	24.5	23	10.4	31	14.1	135	61.4	16	7.3	12	5.5	3	1.4	73.5		
3. Preliminary Education		94	21.5	71	75.5	5	5.3	18	19.1	18	19.1	20	21.2	48	51.0	4	4.2	3	3.1	1	1.0	76.4		
{ College Graduates.....		70	21.6	42	60.0	6	8.5	22	31.4	5	7.1	9	12.8	41	58.5	7	10.0	7	10.0	1	1.4	71.7		
{ College Undergraduates.....		97	22.2	54	55.6	14	14.4	29	29.9	2	2.0	6	6.1	70	71.1	10	10.3	7	8.2	2	2.0	70.7		
{ High School Graduates.....		30	20.5	18	60.0	5	16.6	7	23.0	3	10.0	3	10.0	20	66.6	2	6.6	2	6.6			73.2		
30 years and over.....		71	20.7	52	74.6	3	4.2	15	21.1	8	11.2	14	19.7	40	56.3	5	7.0	2	2.8	2	2.8	74.6		
25 years to 29 years.....		118	22.3	75	63.5	10	8.4	33	27.9	14	11.8	16	13.5	70	59.3	8	6.7	10	8.4			73.5		
21 years to 24 years.....		42	22.5	21	50.0	7	16.6	14	33.3			2	4.7	28	66.6	6	14.2	4	9.5	2	4.7	68.9		
18 years to 20 years.....		13	21.1	10	76.9	2	15.3	1	7.6	3	23.0	2	15.3	7	53.8			1	7.6			77.1		
College Graduates.....		8	18.5	5	62.5	1	12.5	2	25.0					7	87.5	1	12.5					69.1		
{ 30 years and over		92	21.3	33	33.3	2	22.2	4	44.4			1	11.1	66	66.7	1	11.1			1	11.1	71.2		
College Undergraduates.....		38	20.5	28	73.6	1	2.6	9	23.6	5	13.1	9	23.6	18	47.3	4	10.5	1	2.6	1	2.6	75.2		
{ College Graduates.....		13	18.8	10	76.9	3	23.0	1	7.6	3	23.0	7	53.8	7	53.8			1	7.6	1	7.6	73.9		
{ College Undergraduates.....		20	22.4	15	75.0	2	10.0	3	15.0	2	10.0	2	10.0	15	75.0	1	0.5					73.8		
{ High School Graduates.....		43	22.4	33	76.7	2	4.6	8	18.6	10	23.2	9	20.9	23	53.4			1	2.3			77.3		
College Graduates.....		35	22.5	20	57.1	2	5.7	13	37.1	4	11.4	4	11.4	18	51.4	4	11.4	5	14.2			71.9		
{ 21 years to 24 years		40	21.9	22	55.0	6	0.15	12	30.0			3	7.5	29	72.5	4	10.0	4	10.0			70.9		
College Undergraduates.....		40	21.9	22	55.0	6	0.15	12	30.0			3	7.5	29	72.5	4	10.0	4	10.0			70.9		
{ High School Graduates.....		0																						
College Graduates.....		14	23.4	7	50.0	3	21.4	4	28.5			2	14.2	9	64.2	2	14.2	1	7.1			70.3		
{ 30 years to 20 years		28	22.1	14	50.0	4	14.2	10	35.7					19	67.8	4	14.2	3	10.7	2	7.1	68.2		
College Undergraduates.....																								
{ High School Graduates.....																								

The standard of scholarship maintained is shown by the record that 35.9 per cent of the students were conditioned or failed in one or more subjects, and that only 9.5 per cent made the average grade of A and 13.4 per cent the average grade of B. Of the students of lowest grade fifteen were denied any credit for, and were required to repeat, all work done in the year as a condition of continuing their studies in the school. Of these, eleven have not returned. This elimination of incapable and indolent students is greatly improving the character of the advanced classes.

The better quality of work done by students with outside employment is shown by reference to section 2 of the table. Of the unemployed 43.9 per cent were conditioned or failed, and only 5.6 per cent made A average and 11.2 per cent B average; while of the employed 34.5 per cent were conditioned or failed, and 10.4 per cent made A average, and 14.1 per cent B average. This is probably due to the fewer hours carried by the employed (21.4 as compared with 23.3), their better preliminary education, their greater age, and finally their greater zeal.

The effect of preliminary education on scholarship is strikingly shown by section 3 of table. The college graduates have the smallest percentage of conditions and failures, the highest of A and B grades and the highest average mark. The undergraduates come next in all respects, while the high school graduates' record is particularly poor. Of 94 college graduates, 18 made A grade and of 97 high school graduates but 2 made A grade.

The effect of age is shown in section 4. The best age seems to be 25 to 29. The group 21 to 24 ranks second and the group over 30 third. The group under 20 is markedly inferior. Of this last group of 42 students not one made an A average and only 2 a B average, while one-half of them were failed or conditioned. Reference to section 8 shows that three-fourths of this group had only a high school education.

It had been suggested that the superiority of the college graduates was due largely to their greater age. This led to the tabulation (sections 5 to 8) of the records of the age groups correlated with the groups' preliminary education. These sections show that the college graduates of all groups maintain their superiority over non-graduates but not to the same degree. The best group of all is the graduates 21 to 24 years of age. The non-graduates of the groups 25 to 29 and 21 to 24 show a fair record. The non-graduates over 30 were two-thirds conditioned or failed but the groups were too small to make the average trustworthy. The poorest group in the school was that of high school graduates from 18 to 20. Out of 28 in this group one-half were conditioned or failed. Not one of them made an A or B grade, and their general average was the lowest.

It should be the policy of the school to discover and eliminate the unfit individually and by classes. The faculty committee on student standing takes care of individual cases. It is worthy the attention of the

faculty whether this weakest group should not be eliminated by requiring a year of college work of all candidates for admission under 21. This is the practice of Northwestern University Law School. Many other schools in the Association now require some college work of all candidates for their degrees. The Association has adopted a resolution advising a year of college work. It is likely soon to require it. This school will be in a better position to fulfill the requirement if it takes the first and most necessary step now.

Of the 355 students enrolled 61 either withdrew or were dropped for non-attendance during the year and 46 were graduated. Of the 248 remaining at the end of the year 194 have returned, and of the graduates 9 have returned for further work, making a total of 203 of the year's students enrolled at present.

Some of the withdrawals are for pecuniary reasons. The school has no scholarship or funds to assist students. The establishment of a fund to be loaned to worthy students financially embarrassed is suggested to anyone seeking to put money to good uses.

The degree of LL.M. was conferred on 4 candidates and of LL.B. on 42.

The years of study for the LL.B. degree by the successful candidates were: 3 years by 28; 3½ years by 3; 4 years by 7; 4½ years by 3; 5 years by 1.

The library of the school was increased during the year by 358 volumes, at an approximate expense of \$900. The policy is to purchase only books of permanent value. An effort is being made to complete the State Reports. The chief items during the year were Missouri Appeal Reports vols. 1-93, Georgia Reports vols. 1-78, and Oregon Reports vols. 1-10. The library is still without the report of ten states to the Reporter System Reports. The total number of books in the library September 1, 1914, was 6203.

The physical equipment was improved by the installation of new benches and chairs. These have added greatly to the comfort and convenience of the students and so to the efficiency of the work. They have justified all expectations. There is need of student's lockers for coats and books. The installation of these would tend to induce the students to keep their books in the school and to study in the library which is conducive to scholarship.

The increasing enrollment raises the serious question of quarters. The enrollment in the afternoon sections is beginning to tax the number and capacity of the halls. The library is cramped and ill-adapted to study. The elevator service is scarcely adequate for 350 students who have little time to get from their offices to the class rooms, and are dismissed so late from classes. If the enrollment continues to increase the next two years at its present ratio the school quarters will be entirely inadequate.

The spirit of the students is excellent. Class attendance is more

regular and there is better preparation for recitations and the desire for scholastic distinction is more evident. The students are responsive to every effort for advancement of the school.

In conclusion I wish to express my appreciation of the kind and helpful coöperation of my colleagues on taking up my new duties.

Very respectfully,

EVERETT FRASER,
Dean, Law-School.

November 13, 1914.

PRESIDENT C. H. STOCKTON,
The George Washington University.

DEAR SIR: I have the honor to submit the following report of the conduct of the Medical School for the fiscal year ending August 31, 1914.

The motive which has dominated the action of the Faculty of Medicine during the past year has been the continuance of its policy to improve and systematize the teaching and the facilities of the School for its students and maintain the expenses of the School within its income.

Due to the increase in size of the dental class, it has been found necessary to purchase considerable additional equipment for the Dental School, install a number of new lockers and construct a new laboratory on the fourth floor.

As reported last year, the Museum has not yet been developed in equality with the library and laboratories. Considerable improvement has, however, been made by the work of Dr. Craig, who is now both Librarian and Curator of the Museum. Quite a number of valuable specimens have been added and this improvement to the laboratory is steadily increasing.

The curriculum for the third and fourth year classes has been rearranged for the past session, thereby increasing the amount of clinical work in our own hospital and decreasing the work in distant institutions.

The past year, like the preceding three years, has shown a steady and gratifying increase in the number of matriculants.

In my first year as Dean, session 1909-10, there were but 15 matriculants: in 1910-11 there were 32; 1911-12, 39; 1912-13 there were 67 and in 1913-14 there were 98. The increase from 15 to 98 is considered excellent.

The number of men in the laboratories during the session 1913-14 taxed our laboratory facilities to their utmost but with the increased requirements for admission for 1914-15 this pressure will be done away with, through the reduction in size of the freshman class.

In conformity with the requirements of the American Medical Association and the Association of American Medical Colleges, one year of

college work in physics, chemistry, biology and a modern language was required for admission after the first of January, 1914. To meet this premedical college requirement, a premedical college year is now being given in Columbian College, in which several students have matriculated.

This connection will tend to bind more closely together the Department of Arts and Sciences and the Medical School in the University, as all high school graduates who intend to study medicine, instead of going directly to the Medical School, must first take a college year and this should bring to Columbian College a considerable number of students from outside as well as from the District.

Students non-resident in the District of Columbia are probably more numerous in the Medical School than in any other Department of the University.

In the classes for 1913-14 twenty-eight states and nine foreign countries were represented.

The geographical distribution of students non-resident in the District of Columbia was as follows:

Geographical Distribution of Students, Medical School, 1913-14

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	TOTAL
Colorado.....	1				1
Connecticut.....	2	1		1	4
California.....	1		1		2
District of Columbia.....	23	16	4	3	46
Florida.....			1		1
Georgia.....	1				1
Illinois.....	2	3			5
Indiana.....	1				1
Louisiana.....			2		2
Massachusetts.....	2	2			4
Michigan.....		1			1
Minnesota.....			2		2
Maryland.....	3	1			4
Maine.....			1		1
New York.....	16	5	9	3	33
North Carolina.....			2		2
New Jersey.....	1	1	1		3
Nebraska.....				1	1
Oklahoma.....	1				1
Ohio.....		1	1		2
Pennsylvania.....	4	3	3	2	12
Rhode Island.....	3				3
South Carolina.....	1				1

Geographical Distribution of Students, Medical School, 1913-14—Con.

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	TOTAL
Tennessee.....	1				1
Virginia.....	8	5		3	16
West Virginia.....		1			1
Wisconsin.....	1	1		2	4
Washington.....		1			1
Australia.....				1	1
Cuba.....				1	1
China.....				1	1
Canada.....				2	2
France.....		1			1
Porto Rico.....	2	3			5
Panama.....		1			1
Russia.....	1	1			2
Sweden.....	1				1
Total.....	76	48	27	20	171

The wide distribution of non-resident students is particularly gratifying and shows that the Medical School is receiving students from all parts of the United States. This flow of students should now be directed to the Medical School through the Department of Arts and Sciences and if proper standards are maintained and adequate standing before the American Medical Association and other medical and educational bodies is continued, this flow of students from all parts of the United States should as steadily increase in the Department of Arts and Sciences as has the flow of students to the Medical School in the last five years. I am fully convinced that under existing conditions, within five years, from fifty to seventy-five students will be taken into the premedical course in the Department of Arts and Sciences.

The presence of these students should also materially increase the number of regular students in the Department of Arts and Sciences, for students are the best advertisement of a school and non-resident students from one department, returning to their homes, induce other students to come to other departments of a university.

The University conferred the degree of Doctor of Medicine on seventeen students during the past year.

The standing of graduates before State Boards during the past year has been excellent and marks the highest record of successes ever attained by graduates of the Medical School of our University. Of the graduates of the last five years, examined during 1913, there were but

3.2 per cent of failures. But two medical schools in the United States had a larger percentage of successes than ours. These were the University of Minnesota and Rush Medical of Chicago. Among the Medical Schools having a larger percentage of failures than ours were Harvard, Yale, Johns Hopkins, Cornell, College of Physicians and Surgeons of New York and the University of Pennsylvania. Of the graduates of 1913, examined in 1913, there was not a single failure.

Altogether, the past year gave an excellent financial showing for the Hospital, in that it cleared \$2739.27 above all expenses, after the purchase of an addition to the Nurses' Home at a cost of \$8,000.00, of which \$3,000.00 was paid down.

One of the most gratifying improvements to the Hospital has been the satisfactory establishment of an adequate Nurses' Home. The first building was purchased in May, 1913, at a cost of \$12,000.00. Five thousand of this was paid down, of which \$1,500.00 was contributed by the Board of Lady Managers. This left an indebtedness of \$7,000.00 upon the property with an interest obligation of \$350.00. In November, 1913, the house immediately adjoining the Home, 1300 L Street, was purchased at a cost of \$8,000.00 of which \$3,000.00 was paid down. Of this, the Board of Lady Managers contributed \$1,000.00, the remainder being paid from the Medical School Surplus. The Board of Lady Managers has adopted the policy of turning in all moneys received by them in excess of the annual dues, toward paying off the indebtedness of the Home. In this connection it should be stated that the Board of Lady Managers has worked most faithfully and energetically toward raising money for the Home and the University and Medical School are very greatly indebted to this most liberal body for their able assistance.

In spite of the increased expenses incident to improving and increasing the facilities of the Medical School during the fiscal year of 1913-14, the Medical School, including the Dental School and the University Hospital, all of which are considered a unit, succeeded in meeting all obligations and after transferring \$3,000.00 for the purchase of a Nurses' Home, of which \$1,000.00 was contributed by the Board of Lady Managers, and deducting the uncollectible accounts of the Medical School and Hospital for 1913, made a saving of \$4,674.89. On account of the increased expenses for the employment of full time professors and the decrease in attendance to be expected in 1914-15 due to advancing the entrance requirements, the Medical School and the Hospital will probably not show as large a surplus for next year.

In connection with the financial summary of the Department of Medicine, including the Dental School and Hospital, I feel it proper to call your attention to the greatly increased facilities offered by these Institutions due to careful expenditure of available moneys.

In the last four years, the Medical and Dental Schools and the Hospital have been so greatly improved that they bear little resemblance to these Institutions as they were five years ago. This is especially

true of the laboratories and the quality of instruction given. We now have laboratory instructors who, by giving their full time to the work, give a better quality of instruction than ever before.

The Hospital has been transferred from an almost unusable building, to its present neat, clean and efficient condition.

The present great need of the Department of Medicine is increased clinical facilities under its own control.

Attention must also be called to the probably future increase in numbers in both the Medical and Dental Schools. The Dental School has increased from 28 students in 1909-10 to 97 at this writing.

As already reported to you, this increase has severely taxed the capacity of the Medical Building and the time is not far distant when this pressure will be so great, that additional room for work, especially for the dental students, will be required.

This increase, together with the increase in numbers in the undergraduate departments of the University, is bringing forward a condition which will have to be met by providing elsewhere for the chemistry part of the academic teaching.

Very truly yours,

M. H. BORDEN.

Dean, Medical School.

November 10, 1914.

ADMIRAL CHARLES H. STOCKTON, LL.D.,

President of George Washington University.

DEAR SIR: I have the honor to submit to you the annual report of the Dental School.

	<i>In attend- ance</i>	
Number of matriculants 1914-15, 103.		
Number of matriculants Freshmen.....	53	47
Number of matriculants Juniors.....	27	27
Number of matriculants Seniors.....	22	22
Special.....	1	1
	<hr/>	<hr/>
	103	97

The registration of students for 1913-14 was as follows:

First year	40
Second year	22
Third year	18
	<hr/>
	80

The present laboratories are taxed for space for the accommodation of the classes. With certain alteration in view we shall have sufficient space for several years. In view of the healthy growth of this school I hope the University will be prepared to give this school the entire fourth floor of the Medical School building—when it is necessary for this school to request more space. The object of asking for this entire floor is for the purpose of having all the laboratories and the infirmary on the same floor to facilitate teaching.

I have been informed by the District of Columbia Board of Dental Examiners that this Institution stands either third or fourth on the list of Dental colleges in the United States whose graduates have taken the examinations of the various states. This fact alone is an evidence to show the good work this faculty is doing—it is also a very strong evidence that men can be taught dentistry in the afternoon and evening. To my mind it is not the time of day—but the quality of student and teachers that counts.

Very respectfully,

J. ROLAND WALTON,

Dean.

C. H. STOCKTON,

President, The George Washington University, Washington, D. C.

DEAR SIR: Agreeably to your request of the twenty-fourth I wish to present the following report of the work in the College of Pharmacy during the academic year 1913-14.

The total number of students admitted for full and special courses was seventy-nine (79). When the session closed in May 1914 seventy (70) were in attendance and had qualified for examinations.

The freshman class numbered twenty-three (23): males, twenty-one (21), females, two (2). The junior class numbered twenty (20): males, nineteen (19), females, one (1). The senior class numbered twenty-three (23): males, twenty-two (22), females, one (1). Taking special courses there were four (4); males, four (4). Found qualified for graduation, eleven (11): males, ten (10), females, one (1).

As the session progressed the greatest loss of students occurred in the freshman class, five (5) inclusive of two (2) students admitted on conditions. In the junior class two (2) left, in the senior class two (2), making a total of nine (9). The various causes given for leaving did not in any way reflect on the work that the School was doing. The number of students admitted to the freshman class on entrance conditions was twelve (12); two (2) left, two discharged their conditions, eight (8) remain.

Junior students producing certificates from reputable schools showing that they had completed a specified amount of work and who were enrolled as regular students numbered five (5).

The final examinations held in May 1914 resulted in twelve (12) freshmen advanced to the junior class and seven (7) of the same class were required to repeat one or more branches of the freshman course. Fifteen (15) junior students were advanced to the senior class without conditions and four (4) were required to repeat one or more branches of the junior course.

The educational requirement for admission to the College was based on a completed two year course in high school or its equivalent. It was found that the educational deficiencies of the students admitted on conditions varied from two to four units. After a longer or shorter attendance on the courses many of them dropped out while a few are attempting to discharge their conditions.

There was one change in the Faculty, Dr. Henry H. Hazen was appointed to the chair of *Materia Medica* and *Toxicology* made vacant by the death of Dr. Samuel Waggaman.

The equipment of the School and supplies of material required by students in their laboratory work has been maintained to the fullest requirement of the classes.

The effect of the operation of progressively increasing higher educational standards for admission to the School of Pharmacy will be appreciable in the probable reduction of applicants for admission and in a better quality of students. It is reasonable to say that there will be a decided decrease in the number of applicants desiring to enter on conditions and as the knowledge of the entrance requirements becomes more generally appreciated the number of matriculants will show a corresponding increase. All of which is respectfully submitted.

H. E. KALUSOWSKI,
Dean.

TO THE PRESIDENT OF THE UNIVERSITY,
The George Washington University, Washington, D. C.

SIR: I have the honor to submit a report of work covered during the academic year 1913-14.

The enrollment of students for that year was as follows:

Seniors.....	18
Sophomores.....	10
Freshmen.....	7

This being the third year of the four-year school term, no junior class was in session.

The entire senior class was graduated at the regular closing exercises and many of them are engaged as Federal Inspectors in the United States Bureau of Animal Industry, having passed a rigid civil service examination for appointment to the same. In this connection I might mention

that of the number of graduates taking this examination throughout the whole United States, three members of this class ranked numbers one, two and four respectively. Taking into consideration the fact that representatives from practically every veterinary college in the country, including the various state colleges and universities, participated in this examination, the excellence of the course of instruction is apparent. All graduates taking the examination to practice veterinary medicine in the District of Columbia were successful in passing the same.

The most harmonious relations continue to exist between this college and the members of the faculty of the University proper under whom a portion of the work is given, viz: Histology, Embryology, Chemistry, Bacteriology and Pathology, and to the gentlemen in charge of these subjects full credit is due for the thoroughness of the course of instruction and the interest shown in the veterinary students.

Very truly yours,

D. E. BUCKINGHAM,

Dean.